



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Houlton Southside School

SAU: RSU 29 / MSAD 29

## Contents of the Report

Assessment Data

Accountability Data

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# 2010-2011 NCLB Report Card



**School:** Houlton Southside School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** 04



MAINE  
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	89	89	100	70	70	71	3	66	27	3	89	0
	2009-2010	103	101	98	84	84	67	20	64	14	2	101	0
Female	2008-2009	48	48	100	77	77	75	2	75	19	4		
	2009-2010	43	42	98	83	83	71	19	64	14	2		
Male	2008-2009	41	41	100	61	61	67	5	56	37	2		
	2009-2010	60	59	98	85	85	63	20	64	14	2		
Caucasian/White	2008-2009	80	80	100	73	73	71	4	69	24	4		
	2009-2010	90	88	98	86	86	68	19	67	11	2		
African American/Black	2008-2009	1	1	100			53						
	2009-2010	1	1	100			43						
Hispanic	2008-2009	1	1	100			66						
	2009-2010	3	3	100			59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	7	7	100	43	43	60	0	43	57	0		
	2009-2010	9	9	100			64						
Economically Disadvantaged	2008-2009	45	45	100	67	67	60	2	64	27	7		
	2009-2010	54	54	100	72	72	56	20	52	24	4		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	16	16	100	31	31	43	0	31	50	19		
	2009-2010	24	23	96	57	57	34	13	43	35	9		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Houlton Southside School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	83	83	100	70	70	67	0	70	24	6	83	0
	2009-2010	95	95	100	78	78	72	17	61	14	8	95	0
Female	2008-2009	35	35	100	71	71	70	0	71	20	9		
	2009-2010	49	49	100	84	84	78	20	63	10	6		
Male	2008-2009	48	48	100	69	69	64	0	69	27	4		
	2009-2010	46	46	100	72	72	67	13	59	17	11		
Caucasian/White	2008-2009	73	73	100	74	74	67	0	74	22	4		
	2009-2010	85	85	100	79	79	73	19	60	12	9		
African American/Black	2008-2009	0	0				46						
	2009-2010	1	1	100			57						
Hispanic	2008-2009	1	1	100			56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	9	9	100	33	33	48	0	33	44	22		
	2009-2010	8	8	100			62						
Economically Disadvantaged	2008-2009	44	44	100	61	61	53	0	61	30	9		
	2009-2010	56	56	100	77	77	62	16	61	11	13		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	23	23	100	26	26	31	0	26	57	17		
	2009-2010	17	17	100	29	29	36	0	29	35	35		
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Houlton Southside School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	95	95	100	68	68	71	3	65	31	1	93	2
	2009-2010	85	84	99	79	79	68	25	54	17	5	84	0
Female	2008-2009	44	44	100	66	66	76	5	61	32	2		
	2009-2010	37	37	100	84	84	74	38	46	11	5		
Male	2008-2009	51	51	100	71	71	66	2	69	29	0		
	2009-2010	48	47	98	74	74	63	15	60	21	4		
Caucasian/White	2008-2009	79	79	100	73	73	71	4	70	25	1		
	2009-2010	74	73	99	84	84	69	26	58	12	4		
African American/Black	2008-2009	2	2	100			51						
	2009-2010	1	1	100			47						
Hispanic	2008-2009	2	2	100			60						
	2009-2010	1	1	100			62						
Asian or Pacific Islander	2008-2009	0	0				74						
	2009-2010	0	0				70						
American Indian or Native Alaskan	2008-2009	12	12	100	42	42	54	0	42	58	0		
	2009-2010	9	9	100			56						
Economically Disadvantaged	2008-2009	56	56	100	59	59	58	0	59	41	0		
	2009-2010	45	44	98	70	70	56	11	59	23	7		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	27	27	100	30	30	33	0	30	67	4		
	2009-2010	20	20	100	35	35	29	0	35	45	20		
Limited English Proficient	2008-2009	0	0				45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Houlton Southside School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	89	89	100	55	55	66	4	51	34	11	89	0
	2009-2010	103	101	98	66	66	62	11	55	28	6	101	0
Female	2008-2009	48	48	100	52	52	66	4	48	33	15		
	2009-2010	43	42	98	60	60	62	14	45	33	7		
Male	2008-2009	41	41	100	59	59	67	5	54	34	7		
	2009-2010	60	59	98	71	71	63	8	63	24	5		
Caucasian/White	2008-2009	80	80	100	59	59	67	5	54	31	10		
	2009-2010	90	88	98	72	72	63	13	59	24	5		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	1	1	100			36						
Hispanic	2008-2009	1	1	100			61						
	2009-2010	3	3	100			45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	7	7	100	29	29	59	0	29	43	29		
	2009-2010	9	9	100			49						
Economically Disadvantaged	2008-2009	45	45	100	47	47	54	2	44	31	22		
	2009-2010	54	54	100	63	63	50	7	56	28	9		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	16	16	100	13	13	41	0	13	44	44		
	2009-2010	24	23	96	39	39	36	0	39	43	17		
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Houlton Southside School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	83	83	100	57	57	66	8	48	28	16	83	0
	2009-2010	95	95	100	59	59	64	14	45	20	21	95	0
Female	2008-2009	35	35	100	51	51	65	6	46	34	14		
	2009-2010	49	49	100	57	57	64	14	43	20	22		
Male	2008-2009	48	48	100	60	60	66	10	50	23	17		
	2009-2010	46	46	100	61	61	64	13	48	20	20		
Caucasian/White	2008-2009	73	73	100	60	60	67	10	51	29	11		
	2009-2010	85	85	100	60	60	65	13	47	20	20		
African American/Black	2008-2009	0	0				43						
	2009-2010	1	1	100			37						
Hispanic	2008-2009	1	1	100			52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	9	9	100	22	22	46	0	22	22	56		
	2009-2010	8	8	100			54						
Economically Disadvantaged	2008-2009	44	44	100	45	45	53	7	39	34	20		
	2009-2010	56	56	100	59	59	51	14	45	16	25		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	23	23	100	26	26	38	4	22	26	48		
	2009-2010	17	17	100	12	12	34	6	6	24	65		
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Houlton Southside School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	95	95	100	47	47	54	8	39	36	17	93	2
	2009-2010	85	84	99	55	55	63	19	36	23	23	84	0
Female	2008-2009	44	44	100	36	36	52	7	30	45	18		
	2009-2010	37	37	100	46	46	62	22	24	35	19		
Male	2008-2009	51	51	100	57	57	56	10	47	27	16		
	2009-2010	48	47	98	62	62	63	17	45	13	26		
Caucasian/White	2008-2009	79	79	100	54	54	55	10	44	33	13		
	2009-2010	74	73	99	56	56	64	19	37	26	18		
African American/Black	2008-2009	2	2	100			31						
	2009-2010	1	1	100			40						
Hispanic	2008-2009	2	2	100			37						
	2009-2010	1	1	100			49						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				68						
American Indian or Native Alaskan	2008-2009	12	12	100	17	17	34	0	17	42	42		
	2009-2010	9	9	100			50						
Economically Disadvantaged	2008-2009	56	56	100	38	38	40	0	38	39	23		
	2009-2010	45	44	98	34	34	49	11	23	32	34		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	27	27	100	19	19	26	0	19	30	52		
	2009-2010	20	20	100	20	20	29	5	15	15	65		
Limited English Proficient	2008-2009	0	0				30						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Houlton Southside School
<b>SAU:</b>	RSU 29 / MSAD 29
<b>Grade:</b>	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 99	99 99	77	81 77	71 69	99	99 99	99 99	57	61 58	63 61	95	94	95
Caucasian/White	99	99 100	99 99	79	84 79	71 69	99	99 100	99 99	60	64 61	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	52	48 48	64 57	*	* *	98 97	40	36 36	54 47			
Economically Disadvantaged	99	100 99	99 99	70	74 68	60 56	99	100 98	99 99	46	56 46	50 47			
Students with Disabilities	98	98 98	97 98	31	42 37	36 28	98	98 98	97 98	16	27 20	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.





## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	17	3	4	0	0	0

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.08

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>